DOCUMENT RESUME

ED 226 023 TM 830 051

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TITLE Norms for the North York Self Concept Inventory: Intermediate and Primary Levels. Research Report.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Jul 77
NOTE 36p.; For related documents, see TM 830 052-053.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques; *Elementary School Students; Foreign Countries; Intermediate Grades; Primary Education; Scores; *Self Concept Measures; *Self Esteem; Student Evaluation; *Test Construction; *Test Norms
IDENTIFIERS Canada; *North York Self Concept Inventory (Crawford)

ABSTRACT

The development and norms for the Intermediate North York Self Concept Inventory for grades two through six and the Primary Self Concept Inventory for grade one are presented. The Intermediate instrument is comprised of 30 items on aspects of student self esteem related to the school environment or the "general self," and with a high degree discriminatory power between high and low self-concept. The items are declarative statements of self-concept requiring "true" or "not true" responses. Intermediate norms data presented allow comparison of a pupil's score to that of his or her North York peers in grades two to six and comparison of class average scores across North York classes in grades two and three. The Primary Self Concept Inventory contains 24 items of which 20 are scored. Primary students responded by marking a sad or happy face for each item. Norms data for the primary instrument is based on 66 grade one classes. Suggestions for classroom activities to improve self-concepts are provided with materials information. The appendices contain copies of the Primary and Intermediate Self Concept Inventories. (CM)

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RESEARCH REPORT

NORMS FOR THE NORTH YORK SELF CONCEPT INVENTORY

INTERMEDIATE AND PRIMARY LEVELS

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Patricia Crawford

July, 1977

TM 130 057

TABLE OF CONTENTS

	Page Number
INTRODUCTION	(i)
INTERMEDIATE SELF CONCEPT INVENTORY	1
Description of the Inventory	1
Development of the Inventory	1
Norms for Grades 2 - 6	2
PRIMARY SELF CONCEPT INVENTORY	11
Description of the Inventory	11
Norms for Grade 1	11
SUGGESTIONS FOR ENHANCING PUPIL SELF ESTEEM .	14
APPENDICES.	

INTRODUCTION

In recent years, educators in North York have shown increasing interest in and concern regarding their pupils' feelings about themselves. Since 1971, Educational Research staff have been involved in developing a paper and pencil inventory to provide a measure of pupils' self esteem within the school environment. This report summarizes our work over the past five years in three sections:

(1) Intermediate Self Concept Inventory (Grades 2 - 6) - development of the instrument and norms for each grade level.

(2) Primary Self Concept Inventory (Kindergarten and Grade 1).

(3) Suggestions for teachers for ways of enhancing their pupils' self esteem.

INTERMEDIATE SELF CONCEPT INVENTORY

(Grades 2 - 6)

Description of the Inventory

The inventory (see Appendix A) is comprised of 30 items which are simple declarative statements, e.g. "I get upset easily in school". "My teacher doesn't think I am very good in my school work". Pupils respond by indicating whether the item is "true" or "not true" for them.

The inventory can be administered to groups of pupils in approximately 25 minutes and is easily scored. The directions on the front page of the answer booklet are read to the pupils by the person administering the test and then pupils read the items to themselves and mark their responses. If necessary, particularly in grades 2 and 3, the items can be read aloud by the examiner. One or two words in the scale may be difficult for some children, particularly in the younger groups, (e.g. discouraged). These may be defined. Some children find that having only two permissible responses, i.e. "true" or "not true" makes it difficult for them to respond to some of the items. It can be explained that although people often feel differently at different times in different situations, they should mark their response to the item in accordance with how they feel most of the time.

Development of the Inventory*

The preliminary pool of items was drawn from three existing self concept inventories, the IOX Self Appraised Inventory, Coopersmith's Self Esteem Inventory and Comfort's Self Esteem Scale, which were administered to a group of North York pupils in 1971. An item was selected for inclusion in the preliminary form, if the following two conditions were met:

(1) the content of the item dealt mainly with aspects of self esteem related to the school environment or the "general - self";

(2) the item had a high degree of discriminatory power between pupils with high and pupils with low self concepts.

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* See also Shapson, S.M., Virgin, A.E., & Crawford, Patricia. Development of an Instrument to Measure Self Concept in Schools. October, 1971.

The resulting inventory had 25 items.

During the next two school years, 1971 - 72 and 1972 - 73, this preliminary version of the inventory was used in several studies with North York pupils in grades 2 - 6. Item analyses were conducted on the sample of pupils at each grade level and as a result, some of the original items were revised or eliminated and several new items were added. In September, 1972, at the request of the schools, preliminary norms* were published for the existing inventory, although it was not yet considered to be in its final form as two items did not significantly discriminate between pupils with high and low self concept scores. The items were revised for use in studies during 1972 - 73 and in the summer of 1973 the final version of the inventory was established.

Two estimates of reliability have been calculated using methods to determine the internal consistency of the inventory. i.e., the extent to which all items in the inventory are measuring one common characteristic.

A split-half reliability co-efficient of .80 was obtained. In this method, the inventory was divided into two halves, odd and even numbered items; each half was scored separately and the two sets of scores correlated.

Using the Kuder-Richardson Formula 21, coefficients ranging from .80 to .85 (depending on grade level) were obtained. The inventory therefore seems to have good internal consistency.

Norms for Grades 2 - 6.

The data presented in this section allow two types of comparisons to be made:

(i) a comparison of an individual pupil's score to that of his North York peers in grades 2 - 6.

(ii) a comparison of a class' average score to that of classes across North York in grades 2 & 3.

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* "North York Self Concept Inventory: A Preliminary Set of Norms and Technical Analysis". Patricia Crawford, September. 1972.

The tables for each grade level, based on individual pupil data, provide the average score and standard deviation for the grade, along with individual raw scores and their corresponding percentile rank. This information will allow a teacher to assess an individual pupil's self concept score relative to scores obtained by pupils across North York at his grade level. For example, turning to Table 1 which summarizes the data for grade 2, a pupil who obtains a raw score of 22 is at the 70th percentile compared to the norm group. This means that his score is equal to or better than that of 70 percent of the grade 2 pupils in the norm sample.

In grades 2 and 3, the data were gathered as part of the Intervention* study carried out for several years and the sample includes scores from several thousand pupils in 75 of the 116 elementary schools across North York.

In grade 4, the data were gathered as part of the Class-Size study being conducted by the Toronto Board of Education**. Although two North York schools participated in this study, the majority of scores are based on pupils enrolled in grade 4, in the City of Toronto.

At grade 5 & 6, data are currently available for relatively small groups of pupils from a limited number of schools in North York. These norms, therefore, should be used with somewhat more caution than those of the preceding grades.

At grades 2 & 3, data were available from classes of pupils as well as on an individual pupil basis. Tables 2 & 4 present the class data for grades 2 & 3 respectively. This information will allow a teacher to compare the performance of her class with that of other classes across North York. For example, if a grade 2 class obtained an average score of 21, looking at Table 2, we can see that 8 or 10 percent of grade 2 classes in North York obtained a similar score.

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* A Study of Kindergarten Teachers' Predictions of Their Pupils' Subsequent Performance and the Effects of an Intervention Program at the Grade 1 Level. A.E. Virgin and Patricia Crawford. December, 1974.

An Evaluation of Three Intervention Strategies with Primary Children. Hannah Math and Albert Virgin. July, 1975.

Intervention at the Grade Two Level, 1974 - 75. Patricia Crawford. October, 1975.

** We acknowledge with thanks, the co-operation of Dr. Stan Shapson, Toronto Board of Education in making this data available to us.

TABLE 1

GRADE 2

(Individual Data)

Average Score = 19
Standard Deviation = 5
Number of Pupils = 3333

Raw Score	Percentile	Raw Score	Percentile
30		12	13
29	99	11	9
28	97	10	7
27	94	9	5
26	90	8	3
25	86	7	2
24	82	6	1
23	76	5	
22	70	4	
21	64	3	
20	57	2	
19	51	1	
18	44		
17	38		
16	32		
15	26		
14	21		
13	17		

TABLE 2

GRADE 2
(Class Data)

Average of the Class Averages = 19
Number of Classes = 83
Range of Class Average = 15 - 23

Score	Number of Classes Obtaining Score as an Average.	Percent of Classes Obtaining Score as an Average.
30		
29		
28		
27		
26		
25		
24		
23	1	1
22	6	7
21	8	10
20	15	18
19	15	18
18	15	18
17	12	14
16	10	12
15	1	1

TABLE 3

GRADE 3
(Individual Data)

Average Score	=	19
Standard Deviation	=	6
Number of Pupils	=	3173

Raw Score	Percentile	Raw Score	Percentile
30	99	12	15
29	98	11	12
28	96	10	9
27	93	9	6
26	89	8	5
25	84	7	3
24	78	6	2
23	72	5	1
22	67	4	
21	61	3	
20	55	2	
19	49	1	
18	43		
17	38		
16	33		
15	28		
14	23		
13	19		

TABLE 4

GRADE 3
(Class Data)

Average of Class Averages = 19
Number of Classes = 100
Range of Class Averages = 14 - 23

Score	Number of Classes Obtaining Score as an Average	Percent of Classes Obtaining Score as an Average
30		
29		
28		
27		
26		
25		
24		
23	1	1
22	3	3
21	6	6
20	20	20
19	27	27
18	16	16
17	15	15
16	9	9
15	2	2
14	1	1

TABLE 5

GRADE 4
(Individual Data)

Average Score	=	19
Standard Deviation	=	6
Number of Pupils	=	826

Raw Score	Percentile	Raw Score	Percentile
30	99	12	13
29	97	11	10
28	93	10	8
27	89	9	6
26	81	8	4
25	79	7	3
24	73	6	3
23	68	5	2
22	62	4	1
21	56	3	
20	51	2	
19	46	1	
18	40		
17	35		
16	30		
15	25		
14	20		
13	16		

TABLE 6

GRADE 5
(Individual Data)

Average Score	=	19
Standard Deviation	=	6
Number of Pupils	=	269

Raw Score	Percentile	Raw Score	Percentile
30	99	12	17
29	96	11	12
28	93	10	10
27	89	9	9
26	85	8	7
25	82	7	5
24	81	6	3
23	72	5	2
22	68	4	1
21	62	3	
20	56	2	
19	50	1	
18	45		
17	40		
16	35		
15	30		
14	25		
13	21		

TABLE 7

GRADE 6
(Individual Data)

Average Score	=	19
Standard Deviation	=	6
Number of Pupils	=	148

Raw Score	Percentile	Raw Score	Percentile
30	99	12	17
29	96	11	14
28	93	10	12
27	90	9	10
26	89	8	6
25	84	7	3
24	77	6	1
23	71	5	
22	64	4	
21	58	3	
20	53	2	
19	46	1	
18	39		
17	34		
16	30		
15	26		
14	22		
13	19		

PRIMARY SELF CONCEPT INVENTORY

Description of the Inventory

The inventory (see Appendix B) includes 24 items phrased as questions, e.g. "How do you feel when you don't have to go to school?" "How do you feel when the teacher is angry?", to which pupils respond by marking a happy or a sad face.

Approximately 30 - 45 minutes is needed to administer the inventory which should be carried out with small groups of no more than 10 - 12 pupils. It is often helpful to have two people present during the administration to circulate among the children ensuring that they are keeping up with the questions and marking the items correctly.

Only 20 of the items are scored, with each item answered in the direction of a positive self concept receiving two points, for a maximum total score of 40. When the items were phrased as questions, it was difficult to find a sufficient number of items where marking the sad face was the "positive" response, consequently making it difficult to determine whether the children fully understood the instructions or were simply marking just the happy faces. Therefore, four items were included in the inventory which were intended to elicit "sad face" responses from the majority of children, e.g. "How do you feel when you fall down and hurt yourself?"

Item analysis of the final form of the inventory indicates that the items do discriminate between pupils with high and low self concept scores. The reliability of the inventory, based on the Kuder-Richardson Formula 21, is .89 indicating that it has good internal consistency.

Norms for Grade 1

The data on which the norms are based were gathered during 1974 - 75 as part of the Intervention study. Scores were available from pupils in over 60 grade 1 classes from across North York. Table 8 shows the average score and standard deviation for the group as well as percentiles corresponding to each raw score. A teacher can therefore assess the scores for individual pupils in her class relative to the norm group. For example, a pupil who obtains a score of 34 is at the 49th percentile, which means that his score is equal to or greater than 49 percent of the norm group. The reader will note that the distribution of scores is skewed in a positive direction, i.e., the majority of pupils obtained scores at the high end of the scale. Table 9 provides corresponding group data, so that a teacher can determine how her class' average score compares with that of other grade one classes across North York.

TABLE 8

GRADE 1

Average Score	=	32
Standard Deviation	=	7
Number of Pupils	=	1585

Raw Score	Percentile
40	92
38	77
36	62
34	49
32	39
30	30
28	23
26	17
24	13
22	10
20	7
18	5
16	3
14	2
12	2
10	1
8	
6	
4	
2	

TABLE 9

GRADE 1
(Class Data)

Average of Class Averages = 32
Number of Classes = 66
Range of Class Averages = 25 - 38

Score	Number of Classes Obtaining Score of an Average.	Percent of Classes Obtaining Score as an Average.
40		
39		
38	1	1.5
37	1	1.5
36	4	6
35	6	9
34	13	20
33	5	7
32	14	21
31	3	4
30	7	11
29	7	11
28	1	1.5
27	1	1 5
26	1	1.5
25	2	3

SUGGESTIONS FOR ENHANCING PUPIL SELF ESTEEM

In his book, The Antecedents of Self Esteem, Dr. Stanley Coopersmith defines self esteem as follows:

> "by self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy". In short, self-esteem is a "personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself". (Coopersmith, 1967, p. 5).

There is considerable evidence that pupils are unlikely to achieve competence in school or to have effective relationships with peers and adults if they do not have a healthy self-concept. Dr. Coopersmith maintains that self-esteem is a better predictor of a child's future success in school than intelligence.

The child's self-concept is dependent on two major factors: first is his sense of security - the degree to which he feels loved by his parents, the extent to which he feels valued by his teachers and other significant adults, and the nature of his status in the eyes of his peers; the second factor results from his own feeling of adequacy - the extent to which he feels able to tackle the daily tasks of living, especially the developmental tasks which he faces at home, on the playground, at school.

Since both factors - security and adequacy - relate in part to the experiences that the child has in school, teachers can and do influence the child's self-concept.

During the past few years, we have often been asked by teachers for ideas or suggestions as to how to develop or maintain the positive self concepts of their pupils. Some suggestions were incorporated in the Intervention Handbook developed as part of the Intervention study in 1975. The following is an extension and elaboration of these suggestions.

Suggestions for Classroom Activities Whose Specific Aim is to Improve Self Concept.

1. Tutorial program - Pupils from the same classroom or from the higher grades can serve as tutors. Social reinforcement is provided for the one being tutored and to the one who is the tutor. Tutors should attend a kind of workshop to prepare them for tutoring.

2. Game focusing pupils' attention on the positive characteristics of their peers: The task - give clues as to the identity of the classmate whose name appears on the card they are given. The clues are to be in the form of some positive characteristics of the person. The team requiring the least number of clues to guess the identity of the classmate is the winner.

3. Classroom atmosphere conducive to developing favourable Self Concepts in students: six important factors -

   (a) challenge - select activities child can meet with success, not too easily, but without a lot of difficulty or frustration;
   - the required learning must also be relevant to the student's world of experience and have some personal meaning to him;
   (b) freedom - opportunity to make meaningful decisions for himself;
   (c) respect - must communicate a feeling of trust, positive regard and respect to the students;
   (d) warmth - a warm and supportive educational atmosphere is one in which each student is made to feel that he belongs in school and that teachers care about what happens to him;
   (e) control - important for a teacher to maintain discipline. There is some evidence that children who are brought up in a permissive environment may tend to develop less self-esteem than those reared in a firmer and more demanding atmosphere;
   (f) success - perhaps the single most important step is the provision of an educational atmosphere of success rather than failure. Utilize every real opportunity to comment on a child's successes and improvements.

4. Teacher's observations: Observe each child carefully, watching and listening for times when he is particularly down or excited about some event and capitalize on these opportunities to meet his immediate needs. A substantial number of "Yes" responses to the following questions should be considered a matter of concern:

1. Does the student frequently make negative comments about himself?
2. Does the student frequently avoid working with peers?
3. Do the student's peers usually avoid working with him?
4. Do the student's peers often ridicule him?
5. Does the student constantly seek attention?
6. Does the student seldom volunteer?
7. Does the student compulsively seek information concerning his progress?
8. Does the student rarely seek information concerning his progress?
9. Does the student frequently manifest negative non-verbal behaviour? (i.e., nail-biting, facial expressions)?
10. Does the student often set goals for himself that are not within his ability to attain?

5. Photography program: This is a method of using student photography to enhance the environment, and so enable students to act as primary agents in modifying their self concept.

It is a viable process for students from pre-school to college embracing the viewpoint that reality lies not in the event but in the individual's perception of the event.

The basic steps to setting up the program are:

1. Provide the students with the basic tools of film, cameras and flashcubes.
2. Assess what the students need to know about how to operate the cameras by entering into a free discussion with them with the cameras present. Provide any information that they do not have.
3. Model the process of taking a picture by pohtographing them, and then give the camera to a student to take a picture of you. It is important to insure competency without formal training or instruction. Even the kindergarteners were able to accomplish this through modeling.
4. Provide the students with the unstructured use of the cameras by eliciting the cooperation of all who would have contact with them in their environment (parents, siblings, peers, school personnel, etc.). The freedom to shoot pictures that they choose is a critical factor in the process of Self-Directed Photography. If possible, train as many of their contacts as possible to perform the role of discussant (step six).
5. Once the child has selected and recorded perceptions on film, have the film developed and return the pictures to the child at a talk session as soon as possible. A rule of thumb is within two or three school days.

6. Hold a talk session with each student. This is a period of time set aside in which the child can discuss photographs with a discussant in a nonthreatening environment, and when the discussant assists the child in focusing awareness upon perceptions of self concept. The discussant utilizes the following guidelines for the talk session:

   a. The discussant sets the environment for the talk session by developing a warm friendly relationship with the child.
   b. A good rapport is established with the child as soon as possible.
   c. The discussant accepts the child exactly as he is and enters each talk session "empty".
   d. At all times the photographs should be the focal points of the discussion.
   e. The discussant does not unnecessarily attempt to direct the child's discussion in any manner.
   f. The discussant structures the talk session only to anchor the discussion to the child's photographs.
   g. Encourage the child to be the didactic discussion.

6. Circle discussions: This activity encourages a two-way flow of information between students and teachers. The discussions are best conducted in relatively small groups of 15 or fewer students and one teacher during a 25-minute time period. Topics which can be explored are:

   School adjustment - understanding and getting along with teachers and students, and meeting the challenge of learning.
   Self understanding - becoming aware of special abilities and disabilities, and of one's own feelings, interest, and habits.
   Peer relationships - understanding and getting along with one's peers and learning to make friends.
   Family relationship - understanding and getting along with parents and siblings and performing the tasks assigned to the child at home.

   Some of these topics may need to be modified for use in the lower grades.

7. Individualized reading approach - "It's not where you are that counts in this class, it's where you go from where you are now that's important". "Individualized reading starts not with procedures but with a creative, perceptive teacher - one who believes that children want to learn; who thinks with children rather than for them; who basically respects the individual behaviour of every youngster; who works with children in orderly but not rigid ways".

Successful experience is one of the surest ways of achieving positive self perceptions.

Aspects: a) Individual conference - child meets individually with the teacher and reads something he has selected; teacher observes both oral and silent reading skills; through teacher's guidance child gains awareness of his strengths and weaknesses and makes plans for developing skills.

b) Small groups - students prepare materials for sharing with other students. Teacher's role in this situation is one of facilitator of discussion rather than that of lecturer. Encourage students to relate reading to their personal experiences.

8. Familiarize children with self evaluation: (February, 1976 "from your green pages") -

a) Select any activity that the children have had an opportunity to do more than once. After they complete the task, have a conference and ask the individuals how they feel about their work in that particular activity. Provide encouragement or guidance that is reassuring and enables the children to express their real assessment.

b) Ask the children to select during the week, two of their work papers - one that they feel good about and one they do not. During the Conference, ask individuals to discuss both papers and tell reasons for choosing them. Encourage them to tell what they might do to improve the paper that they did not feel good about.

c) List these items on the chalkboard: i) content of your work, ii) how your work looks on paper, iii) your writing, and iv) your spelling. Have the children copy the list. Explain that they are to use the items as guides in evaluating their work papers. Then help them discuss what each item means. During the week, choose two or three papers (unmarked by the teacher) for each child to evaluate. The children attach a copy of the guideline items to each paper and record their evaluation. During the mini-conferences, review the evaluations with the children and ask how you can help them improve.

9. Misc.-activities designed to enhance Self Concept:

a) positive grading system - "number of right" indicated at the top of the page instead of "number of wrong".

b) Bulletin boards pointing out accomplishments of individual children.
c) Tangible rewards.
d) Individual recognition, praise, and attention for academic or social accomplishments
e) In the lower grades each child had a personal scrapbook - polaroid pictures of the child doing something of a positive nature were taken and placed in the scrapbook.
f) Set aside time to spend with each individual child on as regular a basis as you can manage.
   - while a volunteer is working with the other children, you can discuss with, listen to, teach, or just be with an individual child.
   - let a volunteer spend some time with each of your pupils on an individual basis during the course of a day.
g) Concentrate on the child's strengths - each one has some - and build up the weak areas by using the strengths. (i.e., the child who is good at artwork may illustrate stories or experiences to show comprehension rather than tell about them.)
h) Select activities that will allow the child to learn by doing an activity or using materials that he likes. (i.e., the child who enjoys machines may perform better in reading if filmstrips, tape recorders, language masters, video-tapes are used in the reading sessions).

Suggested Materials For Use With Your Class.

The following kits can be obtained and used by the teacher in the classroom with students:

Developing Understanding of Self and Others (DUSO) - with a strong emphasis on group interaction.
The DUSO kits provide the teacher with programs of planned experiences and materials to encourage the children to talk about and become more aware of their feelings, goals, values, and behaviour. The DUSO programs are presented in concise teacher's manuals, each containing more than enough activities for an entire year in each program. Eight themes are developed through 33 weekly cycles of planned experiences and materials with specific guidelines for day-to-day activities. There are two kits available from Psycan: DUSO kit D - 1 for Kindergarten to Grade 3 and DUSO Kit D-2 for Grade 4.

Secrets - The Secrets Kit, written by Dr. Maxwell Maltz, is designed to improve the self concept of children in elementary school. It is appropriate for Grades 3 - 6. The kit consists of a teacher's guide, six concept tapes, a student's guide for secrets,

and Students' Books of Secrets. The program can be used on an individual basis, in small groups, or with an entire class. This kit is distributed by Goals International Limited.

Growth Development and Human Relationships, PART A.

This booklet was developed in response to the many requests of teachers to have some concrete guidance concerning learning experiences related to Human Growth and Development and Human Relationships. It is not meant to be a final answer to curriculum development since decisions related to learning opportunities must always take into account the distinctive and changing needs and interests of each individual.

The Booklet explores six major concepts for the Elementary school children. For each major concept there are listed considerations, experiences, and resources. The Booklet is available from the Physical and Health Education Department in North York.

Dimensions of Personality.

This kit stresses group work. It includes a teacher's manual, workbooks, picture cards and murals to be completed by a group. It comes in sets of six. There is also a Kindergarten kit of Dimensions of Personality. Although the suggested activities are most appropriate for kindergarten children, the story cards are appropriate for any primary grade level. The picture cards include questions to be asked by the teacher, about what is happening within the group in the picture. These kits are available from Maclean Hunter.

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APPENDIX A

NAME: _____

SCHOOL: _____ TEACHER: _____

GRADE: _____ DATE: _____

DIRECTIONS:

ON THE FOLLOWING PAGES ARE A SERIES OF STATEMENTS PEOPLE SOMETIMES USE TO DESCRIBE THEMSELVES. PLEASE READ EACH STATEMENT CAREFULLY AND DECIDE WHETHER OR NOT IT IS TRUE FOR YOU.

IF YOU THINK A STATEMENT IS TRUE FOR YOU OR DESCRIBES HOW YOU FEEL MOST OF THE TIME, CHECK THE TRUE SQUARE. IF YOU THINK A STATEMENT IS NOT TRUE FOR YOU OR DOES NOT DESCRIBE HOW YOU FEEL MOST OF THE TIME, CHECK THE NOT TRUE SQUARE.

THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY YOU CAN TELL US HOW YOU FEEL.

The Board of Education for the Borough of North York
Department of Educational Research Services
September, 1973

		TRUE	NOT TRUE
1.	OTHER CHILDREN ARE HAPPIER THAN I AM	☐	☐
2.	PEOPLE ARE ALWAYS TELLING ME WHAT TO DO	☐	☐
3.	I FIND IT HARD TO TALK IN FRONT OF THE CLASS	☐	☐
4.	MOST CHILDREN HAVE MORE FRIENDS THAN I DO	☐	☐
5.	I AM VERY GOOD IN MY SCHOOL WORK	☐	☐
6.	MY CLASSMATES THINK I AM A GOOD STUDENT	☐	☐
7.	MY TEACHER DOESN'T THINK I AM VERY GOOD IN MY SCHOOL WORK	☐	☐
8.	MOST PEOPLE ARE BETTER LIKED THAN I AM	☐	☐
9.	THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD	☐	☐
10.	I THINK I'D BE HAPPIER IN ANOTHER CLASS	☐	☐
11.	SCHOOL WORK IS FAIRLY EASY FOR ME	☐	☐
12.	I AM NOT DOING AS WELL IN SCHOOL AS I WOULD LIKE TO	☐	☐
13.	PEOPLE SEEM TO LIKE MY IDEAS	☐	☐
14.	SCHOOL WORK IS FAIRLY DIFFICULT FOR ME	☐	☐
15.	I GET UPSET EASILY IN SCHOOL	☐	☐

		TRUE	NOT TRUE
16.	I FORGET MOST OF WHAT I LEARN	☐	☐
17.	MOST PEOPLE SEEM TO LIKE ME	☐	☐
18.	IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW	☐	☐
19.	I CAN GIVE A GOOD REPORT IN FRONT OF THE CLASS	☐	☐
20.	TEACHERS ALWAYS WANT ME TO DO MORE THAN I CAN	☐	☐
21.	I USUALLY DON'T WORRY ABOUT WHAT HAPPENS AT SCHOOL	☐	☐
22.	IT'S PRETTY TOUGH TO BE ME	☐	☐
23.	I FIND IT HARD TO STICK TO ONE PROJECT FOR VERY LONG	☐	☐
24.	I AM SLOW IN FINISHING MY SCHOOL WORK	☐	☐
25.	NO ONE PAYS MUCH ATTENTION TO ME	☐	☐
26.	I OFTEN GET DISCOURAGED	☐	☐
27.	IT IS HARD FOR ME TO MAKE FRIENDS	☐	☐
28.	IT IS USUALLY MY FAULT WHEN SOMETHING GOES WRONG	☐	☐
29.	I SEEM TO GET INTO TROUBLE AT SCHOOL	☐	☐
30.	I LIKE ME THE WAY I AM	☐	☐

INSTRUCTIONS - PRIMARY SELF CONCEPT

SEPTEMBER, 1974

DIRECTIONS TO CLASSROOM TEACHER

This inventory is intended for use with pupils in kindergarten and grades 1 and 2. It should be administered in small groups of ten to twelve pupils, i.e., approximately half the class at one time so that you can circulate among the pupils ensuring that they are on the correct item.

PROCEDURE AND INSTRUCTIONS

Pass out the response sheets and ask pupils to print their first and last names clearly on the front page. If a pupil is unable to do this himself, please provide appropriate assistance. It is important that the pupil's name is marked clearly on the front page.

The following are the instructions for you to read when administering the inventory:

READ: I'm going to ask you some questions today to find out how you feel about school. You know that boys and girls sometimes put on masks to look like other people. Sometimes clowns paint their faces to look happy or sad. You change your face a few times every day. I want you to think of the faces that you feel like wearing when things happen to you.

There are two faces on the front page of your booklet. One of the faces has a big smile. If someone gave you a piece of candy, you might wear a big smile. Put your finger on the smiling face. (Point to the smiling face). Fine. But, if you fell off your bicycle you might wear a sad face. (Point to the sad face). Can you find the sad face? Put your finger on the sad face.

To pick the face that you would wear, you put an "X" on that face. Like this. (Demonstrate on your sample inventory).

Now, I want you to answer this question "How do you feel about going shopping with your mother?" What face would you wear? Put an "X" on it. If you like going shopping most of the time you might pick the face with a smile. If you don't like going shopping, you might pick the sad face. Whatever face you pick is all right.

Now, turn the page and let's start.

Put your finger on #1 at the top of the page and listen to the question _____

Now move down to #2.

Periodically repeat the meaning of the 2 faces as a reminder.

NORTH YORK PRIMARY SELF CONCEPT INVENTORY

September, 1974

EXAMPLE: HOW DO YOU FEEL ABOUT GOING SHOPPING WITH YOUR MOTHER?

_____

1. HOW DO YOU FEEL ABOUT SCHOOL?

2. HOW DO YOU FEEL WHEN YOU FALL DOWN AND HURT YOURSELF?

3. HOW DO YOU FEEL ABOUT SHOWING YOUR SCHOOL WORK TO YOUR FRIENDS?

4. HOW DO YOU FEEL WHEN YOU DON'T HAVE TO GO TO SCHOOL?

5. HOW DO YOU FEEL WHEN THE TEACHER TELLS YOU TO DO SOMETHING?

6. HOW DO YOU FEEL WHEN YOU THINK OF ALL THE CHILDREN IN THE CLASS WHO LIKE YOU?

7. HOW DO YOU FEEL ABOUT SHARING YOUR FAVORITE TOY WITH OTHER CHILDREN?

8. HOW WOULD YOU FEEL IF YOU NEVER HAD ANYONE TO PLAY WITH?

9. HOW DO YOU FEEL ABOUT SCHOOL WORK?

10. HOW DO YOU FEEL ABOUT THE WAY YOU GET ALONG WITH THE CHILDREN IN YOUR CLASS?

11. HOW WOULD YOU FEEL IF YOU HAD TO MOVE TO ANOTHER SCHOOL?

12. HOW DO YOU FEEL ABOUT TRYING NEW THINGS AT SCHOOL?

13. HOW WOULD YOU FEEL IF ONE OF YOUR FRIENDS MOVED AWAY?

14. HOW DO YOU FEEL WHEN YOU WORK WITH NUMBERS?

15. HOW WOULD YOU FEEL IF YOU WERE A DIFFERENT PERSON?

16. HOW DO YOU FEEL WHEN GROWN-UPS TALK TO YOU?

17. HOW WOULD YOU FEEL IF YOU LOST YOUR FAVORITE TOY?

18. HOW DO YOU FEEL ABOUT STANDING UP IN FRONT OF OTHER CHILDREN TO TELL ABOUT SOMETHING?

19. HOW DO YOU FEEL WHEN THE TEACHER ASKS YOU A QUESTION IN FRONT OF THE OTHER CHILDREN?

20. HOW DO YOU FEEL ABOUT OTHER CHILDREN IN YOUR CLASS?

21. HOW WOULD YOU LIKE TO STAY HOME INSTEAD OF GOING TO SCHOOL?

22. HOW DO YOU FEEL WHEN THE TEACHER IS ANGRY?

23. HOW DO YOU FEEL ABOUT THE WAY OTHER PEOPLE LISTEN TO YOU?

24. HOW DO YOU FEEL WHEN IT IS TIME TO GET READY TO GO TO SCHOOL?

NAME----------

GRADE---------- TEACHER----------

SCHOOL----------

DATE----------

EXAMPLE

EDUCATIONAL RESEARCH SERVICES

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